

**STATE SKILL STANDARDS  
DIGITAL VIDEO &  
BROADCAST PRODUCTION**

**Career & Technical Education**

---

*Skills for Employment & Lifelong Learning*



Prepared by:

Office of Career, Technical and Adult Education  
Nevada Department of Education  
755 N. Roop Street, Suite 201  
Carson City, NV 89701

Adopted by the State Board of Education /  
State Board for Career and Technical Education on  
November 30, 2007

**NEVADA STATE BOARD OF EDUCATION /  
STATE BOARD FOR CAREER & TECHNICAL EDUCATION**

Dr. Cliff Ferry, President  
Marcia L. Washington, Vice President  
Barbara J. Myers, Clerk  
Jan Biggerstaff, Member  
Sharon Frederick, Member  
Dr. John Gwaltney, Member  
Dr. Merv Iverson, Member  
Rev. Greg Nance, Member  
Cynthia M. Reid, Member  
Anthony Ruggiero, Member  
Madisen McGrath, Student Representative



## Acknowledgements

The development of this skill standards project was a collaborative effort sponsored by the Office of Career, Technical and Adult Education at the Department of Education and local school districts. Most important, however, is recognition of the time, expertise and diligence provided by the writing team members in developing the State Skill Standards for Digital Video and Broadcast Production.

### ***Writing Team Members***

Susan Bullard  
Douglas High School, Minden

James Ertman  
Basic High School, Henderson

Robin Tanner  
Regional Technical Institute, Reno

Mark Olson  
Jackpot High School, Jackpot

Brian Reedy  
Carson High School, Carson City

Karen Vaughan  
Foothill High School, Las Vegas

Daphne Grabavoi  
Liberty High School, Las Vegas

Ron Espinola  
Lowry High School, Winnemucca

### ***Project Coordinator***

Michael J. Raponi, Assistant Director  
Office of Career, Technical & Adult Education  
Nevada Department of Education

## Introduction

The standards in this document are for digital video and broadcast production programs and are designed to clearly state what the student should know and be able to do upon completion of an advanced high-school program.

Digital Video and Broadcast Production is a program that consists of the initial fundamentals and sequential courses that prepare students for most occupations in the field of video and broadcast production. The content and performance standards in this document support the development of knowledge and skills recognized as essential to the industry.

The overall program focuses on broad, transferable skills and stresses understanding and demonstration of the major elements of the video and broadcast production industry, including planning, management, finance, technical and product skills, and underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The standards are organized as follows:

**Content Standards** are general statements that identify major areas of knowledge, understanding, and skills students are expected to learn in key subject and career areas by the end of the program.

Following each content standard are one or more **performance standards**. Performance standards identify the more specific components of content standards and define the expected abilities of students within each content standard.

Each performance standard is analyzed into specific **performance indicators**. Performance indicators are very specific criteria statements for determining whether a student exceeds the standard, meets the standard, or whose performance approaches the standard. Performance indicators may also be used as learning outcomes which teachers can identify as they plan their program learning objectives.

## Table of Contents

Acknowledgements .....	i
Introduction .....	ii
Content Standard 1.0 – History .....	1
Content Standard 2.0 – Safety and Personal Responsibility .....	4
Content Standard 3.0 – Communication Skills .....	6
Content Standard 4.0 – Pre-Production Practices .....	9
Content Standard 5.0 – Production Practices .....	15
Content Standard 6.0 – Post-Production Practices .....	22
Content Standard 7.0 – Employability Skills .....	26
Crosswalk of Digital Video & Broadcast Production Standards and Academic Standards ...	35

## Content and Performance Standards

### History

**Content Standard 1.0:** The students will demonstrate knowledge of the history of communications, industry terminology, ethics, and law.

<b>Performance Standard 1.1 Students will demonstrate knowledge of the history of film and broadcast communications.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Produce a documentary exploring the history of media.</li></ul>
<b>MEETS STANDARD</b>	<p>1.1.1 Compare and contrast the essential aspects of communications media (i.e., print, radio, network/cable television, Internet, and film).</p> <p>1.1.2 Develop a timeline for major technological developments and events in the history of video technology.</p> <p>1.1.3 Explain the importance of industry pioneers and significant moments in broadcast history.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Identify key industry terms related to communication.</li><li>• Identify significant developments in communication technology throughout history.</li></ul>

Nevada Academic Standards Correlation:  
English (6.12.2)

## Content and Performance Standards

### History

**Content Standard 1.0:** The students will demonstrate knowledge of the history of communications, industry terminology, ethics, and law.

<b>Performance Standard 1.2 The student will utilize industry terminology.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Instruct peers in use of industry vocabulary, equipment identification and usage.</li></ul>
<b>MEETS STANDARD</b>	1.2.1 Utilize industry terminology in the broadcast production lab. 1.2.2 Utilize industry abbreviations and acronyms as appropriate. 1.2.3 Appropriately identify equipment for use in daily tasks.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Identify parts of standard industry equipment.</li><li>• List industry abbreviations, acronyms, and terminology.</li></ul>

Nevada Academic Standards Correlation:  
English (9.12.1)

## Content and Performance Standards

### History

**Content Standard 1.0:** The students will demonstrate knowledge of the history of communications, industry terminology, ethics, and law.

<b>Performance Standard 1.3 The student will demonstrate an understanding of industry ethics and law.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Model respect of intellectual property when manipulating, morphing, or editing graphics, video, text, and sound.</li><li>• Produce a documentary demonstrating comprehension of ethics/law.</li></ul>
<b>MEETS STANDARD</b>	<p>1.3.1 Demonstrate an understanding of applicable media law.</p> <p>1.3.2 Explain copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods.</p> <p>1.3.3 Research and follow Federal Communication Commission (FCC) regulations.</p> <p>1.3.4 Demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet.</p> <p>1.3.5 Obtain video and audio consents for assigned projects.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Define plagiarism, copyright law, and their implications.</li><li>• Find source materials for applicable copyright and media law.</li></ul>

Nevada Academic Standards Correlation:  
English (2.12.3)



**Content and Performance Standards**  
**Safety and Personal Responsibility**

**Content Standard 2.0:**      **The students will demonstrate knowledge of safety and personal responsibility in the video production workplace.**

<b>Performance Standard 2.1    The student will demonstrate safe work habits, including but not limited to those listed in the performance indicators.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Produce a video demonstrating safe usage of appropriate tools and the proper operation of equipment needed to produce a product.</li> <li>• Produce a video demonstrating fire prevention and safety precautions for extinguishing fires.</li> </ul>
<b>MEETS STANDARD</b>	<p>2.1.1    Select appropriate tools, procedures, and/or equipment needed to produce a product.</p> <p>2.1.2    Demonstrate the safe usage of appropriate tools and the proper operation of equipment needed to produce a product.</p> <p>2.1.3    Maintain and troubleshoot tools and equipment.</p> <p>2.1.4    Explain fire prevention and safety precautions and practices for extinguishing fires.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Maintain an orderly and safe work-station within total production area.</li> <li>• Identify and locate all safety equipment in the media lab.</li> </ul>

## Content and Performance Standards

### Safety and Personal Responsibility

**Content Standard 2.0:** The students will demonstrate knowledge of safety and personal responsibility in the video production workplace.

<b>Performance Standard 2.2 The student will demonstrate personal responsibility and professionalism.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Produce a video demonstrating desirable work ethics and behavior.</li><li>• Critique a film or video using professional criteria.</li><li>• Direct peers in a professional video production.</li></ul>
<b>MEETS STANDARD</b>	<p>2.2.1 Exhibit professional conduct and work ethics in the development of audio and video productions.</p> <p>2.2.2 Identify or demonstrate appropriate responses to criticism.</p> <p>2.2.3 Dress professionally and appropriately as per assignment.</p> <p>2.2.4 Exhibit the ability to follow directions.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Identify acceptable work habits, ethics, and behavior.</li><li>• Sign out and return equipment in a timely manner.</li><li>• Function as a team member.</li></ul>

Nevada Academic Standards Correlation:  
English (4.12.6)

**Content and Performance Standards**  
**Communication Skills**

**Content Standard 3.0:**      **The student will demonstrate appropriate communication skills.**

<b>Performance Standard 3.1    The student will distinguish different purposes and methods of writing for broadcast.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Act as a script editor.</li> <li>• Participate in competitive events such as the SkillsUSA News Anchoring contest or the Television (Video) Production contest.</li> </ul>
<b>MEETS STANDARD</b>	<p>3.1.1    Distinguish different purposes and methods of writing a variety of scripts.</p> <p>3.1.2    Read critically by asking pertinent questions, recognizing assumptions and implications where they exist, and by evaluating ideas.</p> <p>3.1.3    Gather and organize information from primary and secondary sources and cite sources properly.</p> <p>3.1.4    Participate critically and constructively in the exchange of ideas, particularly during class discussions and conferences with instructors.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Proofread copy work.</li> <li>• Distinguish fact from opinion.</li> <li>• Ask and answer questions coherently and concisely.</li> </ul>

Nevada Academic Standards Correlation:  
 English (1.12.4, 4.12.1, 4.12.2, 4.12.4)

**Content and Performance Standards**  
**Communication Skills**

**Content Standard 3.0:**        **The student will demonstrate appropriate communication skills.**

<b>Performance Standard 3.2    The student will demonstrate appropriate speaking skills and demeanor for on camera performances.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Participate in competitive television anchoring events such as SkillsUSA or STN (Student Television Network).</li> </ul>
<b>MEETS STANDARD</b>	3.2.1 Demonstrate appropriate speaking skills for an on air performance (i.e., pitch, tone emphasis, inflection, pacing enunciation, and timing). 3.2.2 Apply appropriate on-camera performance skills (appearance, gestures, posture, etc.). 3.2.3 Read for a camera using a teleprompter or cue cards 3.2.4 Perform as talent in a production. 3.2.5 Deliver material without bias (voice inflection or gesture).
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Describe technically acceptable visual components (i.e. makeup, clothing, color, set dressing).</li> <li>Practice speaking for on-camera performances.</li> </ul>

Nevada Academic Standards Correlation:  
 English (7.12.1, 7.12.3, 9.12.2, 9.12.3)

**Content and Performance Standards**  
**Communication Skills**

**Content Standard 3.0:**        **The student will demonstrate appropriate communications skills.**

<b>Performance Standard 3.3    The student will utilize story structure as related to different script applications.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Create scripts for a variety of productions that tell the story.</li> </ul>
<b>MEETS STANDARD</b>	<p>3.3.1 Write effective story openings that capture audience attention.</p> <p>3.3.2 Write stories that show continuity of thought (beginning, middle, and end).</p> <p>3.3.3 Demonstrate effective placement of interview segments including lead-in, questioning, and closure.</p> <p>3.3.4 Write effective voice-over for various script applications.</p> <p>3.3.5 Write scripts that convey a variety of desired story elements.</p> <p>3.3.6 Develop and write a storyboard.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the elements of a storyboard.</li> <li>• Identify scripts by format such as: divided page, movie script or storyboard.</li> <li>• Identify effective story openings (attention getter)</li> <li>• Write open-ended interview questions.</li> </ul>

Nevada Academic Standards Correlation:

English (1.12.4, 3.12.6, 4.12.4, 6.12.4, 6.12.5, 7.12.1, 7.12.3, 10.12.1, 10.12.2)

**Content and Performance Standards**  
**Pre-Production Practices**

**Content Standard 4.0:**        **The student will demonstrate pre-production practices that reflect industry standards.**

<b>Performance Standard 4.1    The student will demonstrate an understanding of the target audience and client/project goals.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Customize project goals to meet audience demographics.</li> </ul>
<b>MEETS STANDARD</b>	4.1.1    Select appropriate production topics for the target audience. 4.1.2    Offer a variety of treatments for project goals. 4.1.3    Work within a predetermined budget. 4.1.4    Generate a realistic budget for client needs.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the target audience.</li> <li>• Identify project goals.</li> <li>• Identify the basic elements of a budget.</li> </ul>

Nevada Academic Standards Correlation:  
English (10.12.1)  
Math (3.12.3, 3.12.4)

**Content and Performance Standards**  
**Pre-Production Practices**

**Content Standard 4.0:**        **The student will demonstrate pre-production practices that reflect industry standards.**

<b>Performance Standard 4.2    The student will conduct formal/informal research to collect appropriate topical information for a project.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Conduct field research, such as creating surveys and field tests.</li> </ul>
<b>MEETS STANDARD</b>	4.2.1 Apply active research methods including personal interviews, professional journals, use surveys, etc. 4.2.2 Utilize primary and secondary sources. 4.2.3 Demonstrate appropriate note taking skills. 4.2.4 Cite all sources correctly.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify resources to conduct research.</li> </ul>

Nevada Academic Standards Correlation:

English (2.12.3, 4.12.1, 4.12.2, 11.12.1, 11.12.3, 11.12.5)

Math (5.12.1, 5.12.2, 5.12.6)

**Content and Performance Standards**  
**Pre-Production Practices**

**Content Standard 4.0:**        **The student will demonstrate pre-production practices that reflect industry standards.**

<b>Performance Standard 4.3    The student will demonstrate effective time-management skills used in video production.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Compete in a timed contest like SkillsUSA or STN (Student Television Network).</li> </ul>
<b>MEETS STANDARD</b>	4.3.1 Estimate time and resources for each phase of the project. 4.3.2 Identify necessary feedback and checkpoints at critical stages of the project. 4.3.3 Organize and prioritize a detailed task list and schedule. 4.3.4 Organize a team to effectively accomplish projects within a schedule and budget.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Complete tasks by assigned deadlines.</li> <li>• Define a prioritized task list.</li> <li>• Perform as a team member.</li> </ul>

Nevada Academic Standards Correlation:  
 Math (1.8.6, 3.12.2, 3.12.4)



**Content and Performance Standards**  
**Pre-Production Practices**

**Content Standard 4.0:**        **The student will demonstrate pre-production practices that reflect industry standards.**

<b>Performance Standard 4.4    The student will interpret and write a script for different project applications.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Create a production plan that incorporates some or all of the following: lighting, audio, equipment selection, location list, and shot list.</li> </ul>
<b>MEETS STANDARD</b>	4.4.1 Write scripts using a screenplay format. 4.4.2 Create and interpret storyboards. 4.4.3 Write a script using the divided page format.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• List basic components of scripting formats.</li> <li>• Utilize appropriate components of scripting formats.</li> </ul>

Nevada Academic Standards Correlation:  
 English (6.12.1, 7.12.2, 7.12.3, 7.12.4, 7.12.5)

**Content and Performance Standards**  
**Pre-Production Practices**

**Content Standard 4.0:**        **The student will demonstrate pre-production practices that reflect industry standards.**

<b>Performance Standard 4.5    The student will demonstrate appropriate interviewing techniques.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Assess potential interviewer's biases.</li> </ul>
<b>MEETS STANDARD</b>	4.5.1 Conduct formal/informal research to collect topical information. 4.5.2 Write open-ended questions to elicit in-depth responses. 4.5.3 Select interviewee(s) appropriate for the topic. 4.5.4 Select a location that enhances the interview. 4.5.5 Contact interviewee(s) and schedule interview. 4.5.6 Recognize the differences between biased and unbiased questions.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>List the correct steps to do an interview.</li> <li>Practice a mock interview.</li> <li>Explain the differences between biased and unbiased questions.</li> </ul>

Nevada Academic Standards Correlation:

English (4.12.1, 4.12.2, 4.12.3, 5.12.6, 6.12.2, 7.12.3, 7.12.4, 7.12.5)

Math (5.8.1)

**Content and Performance Standards**  
**Pre-Production Practices**

**Content Standard 4.0:**      **The student will demonstrate pre-production practices that reflect industry standards.**

<b>Performance Standard 4.6    The student will demonstrate appropriate newsroom practices.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Compete in news anchor (SkillsUSA) contest or other competitive skill assessment.</li></ul>
<b>MEETS STANDARD</b>	4.6.1    Give and follow directions in a newsroom setting. 4.6.2    Set and adhere to production deadlines. 4.6.3    Effectively utilize newsroom personnel to create the newscast content.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• List job functions of production and news teams.</li></ul>

**Content and Performance Standards**  
**Production Practices**

**Content Standard 5.0:**      **The student will demonstrate production practices that reflect industry standards.**

<b>Performance Standard 5.1    The student will demonstrate the ability to operate a camera.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Utilize primary manual functions (i.e., focus, white balance, filters, gain, f-stop).</li> </ul>
<b>MEETS STANDARD</b>	5.1.1 Select, operate, and exhibit correct use of video camera for project specifications. 5.1.2 Demonstrate the functions and uses of a tripod. 5.1.3 Demonstrate types of camera angles and movements. 5.1.4 Demonstrate the rule of thirds. 5.1.5 Create different shot compositions such as medium shot, close up, and long shot. 5.1.6 Utilize appropriate microphones for projects. 5.1.7 Utilize correct lighting resources such as natural light, reflectors, and portable lights.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify types of camera angles and movements.</li> <li>Identify the functions and uses of a tripod.</li> <li>Identify and create different shot compositions such as medium shot, close up, and long shot.</li> <li>Identify and utilize appropriate microphones for projects.</li> <li>Identify and utilize correct lighting resources such as natural light, reflectors, and portable lights.</li> <li>Explain the rule of thirds.</li> </ul>

**Content and Performance Standards**  
**Production Practices**

**Content Standard 5.0:**        **The student will demonstrate production practices that reflect industry standards.**

<b>Performance Standard 5.2    The student will demonstrate effective on-camera interviewing techniques.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Adapt interview to unforeseen circumstances.</li> </ul>
<b>MEETS STANDARD</b>	5.2.1 Ask questions coherently and concisely, using proper grammar. 5.2.2 Demonstrate effective listening skills. 5.2.3 Improvise questions based on the interviewee's response. 5.2.4 Demonstrate all industry standard interview elements.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the elements for completion of an interview including, interviewee's name, title, spelling, and location.</li> <li>• Identify a proper closing: example "Reporting for ... I am ..."</li> </ul>

Nevada Academic Standards Correlation:  
 English (4.12.4, 7.12.1, 7.12.2, 9.12.3, 11.12.1, 11.12.2)

**Content and Performance Standards**  
**Production Practices**

**Content Standard 5.0:**        **The student will demonstrate production practices that reflect industry standards.**

<b>Performance Standard 5.3    The student will demonstrate the effective on-camera performances appropriate to the project.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Create a portfolio of on-air segments for job or college placement.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.3.1 Demonstrate appropriate makeup and wardrobe techniques.</p> <p>5.3.2 Demonstrate appropriate performance techniques, such as posture, eye contact, body language, reactions, voice, and volume, depending on the product format.</p> <p>5.3.3 Speak coherently and effectively.</p> <p>5.3.4 Create and use appropriate verbal transitions for opening and closing of a segment.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the purpose for makeup and wardrobe.</li> <li>• Identify proper eye contact.</li> <li>• Rehearse appropriate performance techniques: examples posture, body language, reactions, voice, and volume, depended on product format.</li> <li>• Rehearse proper closing (example - Reporting for ...).</li> <li>• Practice speaking coherently on camera.</li> </ul>

Nevada Academic Standards Correlation:  
 English (9.12.2, 9.12.3, 9.12.4)

**Content and Performance Standards**  
**Production Practices**

**Content Standard 5.0:**        **The student will demonstrate production practices that reflect industry standards.**

<b>Performance Standard 5.4    The student will demonstrate the ability to select and operate sound equipment appropriate for the project.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Design and execute a multiple microphone shoot in studio or field situations.</li></ul>
<b>MEETS STANDARD</b>	5.4.1 Select appropriate microphone types for a variety of productions. 5.4.2 Set up and operate microphones in different settings or with different cameras. 5.4.3 Demonstrate the effective use of an audio mixer.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Identify the types of sound equipment used in field and studio formats.</li></ul>

**Content and Performance Standards**  
**Production Practices**

**Content Standard 5.0:**        **The student will demonstrate production practices that reflect industry standards.**

<b>Performance Standard 5.5    The student will demonstrate the correct use of technology and proper procedures to produce a studio broadcast production.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Design a set and camera layout to meet production needs.</li> <li>• Design set lighting for a specific effect.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.5.1 Demonstrate the setup and operation of basic studio equipment (i.e., switcher, teleprompter, recorder) for specific project needs.</p> <p>5.5.2 Perform the jobs necessary for a studio production (i.e., director, audio engineer, recording/playback engineer).</p> <p>5.5.3 Demonstrate basic studio camera operation.</p> <p>5.5.4 Create and incorporate titles and other graphics in a studio production.</p> <p>5.5.5 Use proper lighting.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify basic studio camera operation.</li> <li>• Identify the equipment for studio broadcast production.</li> <li>• Identify the need for sound, graphics, and lighting.</li> <li>• List the jobs necessary for studio production.</li> </ul>



**Content and Performance Standards**  
**Production Practices**

**Content Standard 5.0:**        **The student will demonstrate production practices that reflect industry standards.**

<b>Performance Standard 5.6    The student will demonstrate the correct use of technology and proper procedures to create a professional field production.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Create a professional field production utilizing appropriate technology.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.6.1 Demonstrate the use of basic field equipment.</p> <p>5.6.2 Perform field production jobs to include camera, lighting, and sound technicians.</p> <p>5.6.3 Demonstrate basic field camera operations to reflect each new location.</p> <p>5.6.4 Determine camera shooting techniques appropriate for the production, such as shot composition, angle, and use of mounting devices.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the equipment for field production.</li> <li>• Identify and demonstrate basic field camera operation.</li> <li>• Identify the need for sound and lighting.</li> <li>• List the jobs necessary for field production.</li> </ul>

**Content and Performance Standards**  
**Production Practices**

**Content Standard 5.0:**      **The student will demonstrate production practices that reflect industry standards.**

<b>Performance Standard 5.7    The student will demonstrate appropriate and ethical decision making in the production process.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Compare and contrast ethical standards used in media production.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.7.1 Demonstrate an understanding of ethics and laws with respect to use of cameras and other recording devices.</p> <p>5.7.2 Adhere to privacy laws.</p> <p>5.7.3 Use release forms to obtain consent.</p> <p>5.7.4 Respect the integrity and sensitivity of all persons or groups participating or referenced in the production process.</p> <p>5.7.5 Demonstrate “good taste” throughout the production process.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify privacy laws.</li> <li>• Explain the purpose of release forms with respect to businesses and private citizens.</li> </ul>

Nevada Academic Standards Correlation:  
 English (3.12.3, 4.12.5, 10.12.2, 11.12.2)

**Content and Performance Standards**  
**Post-Production Practices**

**Content Standard 6.0:**      **The student will demonstrate post-production practices that reflect industry standards.**

<b>Performance Standard 6.1    The student will organize and evaluate all materials necessary for the post-production process.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Utilize cost/time analysis (work order) for post-production of final product.</li> </ul>
<b>MEETS STANDARD</b>	6.1.1 Select portions from the shot log to be incorporated into the final product. 6.1.2 Update original script to reflect changes made during the production phase of the project, when applicable. 6.1.3 Estimate the time necessary for post production. 6.1.4 Schedule the time for post production.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>List steps in the post production.</li> <li>Generate a shot log.</li> </ul>

Nevada Academic Standards Correlation:  
 English (4.12.3, 4.12.4, 4.12.6)  
 Math (1.8.6)

**Content and Performance Standards**  
**Post-Production Practices**

**Content Standard 6.0:**        **The student will demonstrate post-production practices that reflect industry standards.**

<b>Performance Standard 6.2    The student will demonstrate computer skills necessary for completion of video projects</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Evaluate software and determine the appropriate tools needed to produce final piece.</li> <li>• Integrate several software applications into a final product.</li> <li>• Master new software applications and demonstrate to peers.</li> </ul>
<b>MEETS STANDARD</b>	6.2.1 Operate video editing software to complete a project. 6.2.2 Capture/import source video from the shot list. 6.2.3 Use the tools in the software program to manipulate video (i.e. color, motion, filters, transitions). 6.2.4 Utilize visual techniques to enhance the final product (i.e. animations, graphics). 6.2.5 Use multiple audio sources appropriately in the completion of the project. 6.2.6 Adjust levels for multiple tracks of audio in relationship to each other and within industry standards. 6.2.7 Use audio to enhance the final product. 6.2.8 Export a project to appropriate media.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• List commonly used software.</li> <li>• Explore various software programs for completion of a project.</li> <li>• Identify steps in the post production process.</li> </ul>

Nevada Academic Standards Correlation:  
 English (4.12.6, 6.12.7)

**Content and Performance Standards**  
**Post-Production Practices**

**Content Standard 6.0:**        **The student will demonstrate post-production practices that reflect industry standards.**

<b>Performance Standard 6.3    The student will demonstrate appropriate and ethical decision making in the post-production process.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Assess the demographics of the target audience to respect diversity.</li> <li>• Create productions that incorporate an understanding of sensitive social issues.</li> </ul>
<b>MEETS STANDARD</b>	<p>6.3.1 Obtain appropriate copyright clearances for all audio or video elements included in any product.</p> <p>6.3.2 Respect the integrity and sensitivity all persons or groups participating or referenced in any production.</p> <p>6.3.3 Determine appropriateness to run a story as it applies to project ethics and audience.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Explore codes of ethics from different news/legal sources.</li> </ul>

Nevada Academic Standards Correlation:  
 English (3.12.3, 4.12.5, 11.12.1, 11.12.2)

**Content and Performance Standards**  
**Post-Production Practices**

**Content Standard 6.0:**           The student will demonstrate post-production practices that reflect industry standards.

<b>Performance Standard 6.4   The student will critically evaluate productions to determine if the client's needs have been met.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Design an evaluation tool to assess a production.</li></ul>
<b>MEETS STANDARD</b>	6.4.1 Evaluate content for message effectiveness. (E.g., Does it tell the story?) 6.4.2 Assess video/audio quality for levels and clarity. 6.4.3 Revise work based on critiques.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Discuss prerecorded video examples/samples.</li></ul>

Nevada Academic Standards Correlation:  
English (8.12.1, 8.12.2, 8.12.3)

**Content and Performance Standards**  
**Employability Skills**

**Content Standard 7.0:**     **Students shall achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 7.1    The student will demonstrate problem-solving skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Develop methods to analyze the advantages and disadvantages of alternative solutions.</li> <li>• Devise an action plan for a video production problem based on information gained through research of alternative solutions and implement in a group decision/action.</li> </ul>
<b>MEETS STANDARD</b>	<p>7.1.1    Solve a video production problem using the appropriate steps in the problem-solving process.</p> <p>7.1.2    Demonstrate brainstorming techniques.</p> <p>7.1.3    Examine and explain the advantages and disadvantages of alternative solutions to one or more problems.</p> <p>7.1.4    Create an action plan based upon a solution to a video production problem.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the basic steps in the problem-solving process.</li> <li>• Identify alternative solutions to a problem.</li> <li>• Identify the basic components of an action plan.</li> </ul>

Nevada Academic Standards Correlation:  
 English (10.12.2, 10.12.3)

**Content and Performance Standards**  
**Employability Skills**

**Content Standard 7.0:**      **Students shall achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 7.2    The student will demonstrate critical-thinking skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze how critical thinking skills affect work performance.</li> <li>Formulate, implement, and evaluate an action plan.</li> <li>Demonstrate the skills necessary to identify, analyze, and solve a project problem.</li> </ul>
<b>MEETS STANDARD</b>	<p>7.2.1 Identify and explains the essential elements of the critical thinking process as related to the video industry.</p> <p>7.2.2 Demonstrate critical thinking skills necessary in the video industry.</p> <p>7.2.3 Explain how emotional thinking and logical thinking affect decision making in the video industry.</p> <p>7.2.4 Explain the difference between reliable and unreliable observations and statements of facts.</p> <p>7.2.5 Recognize patterns or relationships through observation and discovery.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>State the importance of critical thinking in identifying, analyzing, and solving a video production problem.</li> <li>Identify the essential steps of critical thinking.</li> <li>Define emotional and logical thinking.</li> <li>Identify the difference between opinions and statements of fact.</li> </ul>

Nevada Academic Standards Correlation:  
English (10.12.1)



**Content and Performance Standards**  
**Employability Skills**

**Content Standard 7.0:**      **Students shall achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 7.3      The student will demonstrate the ability to speak, write, and listen effectively.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify research, prepare a client project proposal, including documents relating to the billing of materials, production time, etc.</li> <li>• Present and defend a client project proposal.</li> <li>• Compete in a SkillsUSA job skill demonstration and/or public speaking contest.</li> </ul>
<b>MEETS STANDARD</b>	<p>7.3.1 Explain the benefits of effective communication skills in the workplace.</p> <p>7.3.2 Interpret and respond to verbal and nonverbal messages.</p> <p>7.3.3 Demonstrate proper telephone etiquette.</p> <p>7.3.4 Effectively communicate thoughts, ideas, and information in writing.</p> <p>7.3.5 Organize ideas and communicate orally to effectively demonstrate job skills to others.</p> <p>7.3.6 Locate, understand, and interpret written information in documents such as manuals, graphs, and schedules.</p> <p>7.3.7 Select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>7.3.8 Organize information into the appropriate format in accordance with standard practices, which includes prewriting, drafting, proofreading, editing/revising, and preparing final copy.</p> <p>7.3.9 Demonstrate sensitivity to cultural diversity in communication.</p> <p>7.3.10 Identify common communication barriers and methods for improving communication.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define forms communication.</li> <li>• Explain the benefits of effective communication in video production.</li> <li>• Explain how cultural and physical diversity effect communication.</li> <li>• Identify applicable medium for conveying messages.</li> </ul>

Nevada Academic Standards Correlation:  
English (4.12.6, 6.12.5, 7.12.1, 7.12.3, 7.12.4, 7.12.5)

**Content and Performance Standards**  
**Employability Skills**

**Content Standard 7.0:**        **Students shall achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 7.4      The student will demonstrate the ability to select, apply, and maintain appropriate technology.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Critique the use, benefits and cost of technologically advanced equipment in video production.</li> <li>• Analyze the impact of technological changes on one or more aspects of the video industry by researching current literature.</li> <li>• Compete in a state-level SkillsUSA video competition.</li> </ul>
<b>MEETS STANDARD</b>	<p>7.4.1 Demonstrate ability to utilize basic keyboarding techniques.</p> <p>7.4.2 Demonstrate ability to utilize other input devices.</p> <p>7.4.3 Demonstrate ability to utilize various electronic research methods.</p> <p>7.4.4 Demonstrate knowledge of the basic technology systems currently available and how they apply to your field (i.e. word processing, spreadsheets, multimedia applications, and databases).</p> <p>7.4.5 Investigate and explain the use, benefits, and costs of technological developments in the workplace and school.</p> <p>7.4.6 Identify and demonstrate the appropriate use of technology to enhance the efficiency of the workplace and school.</p> <p>7.4.7 Demonstrate routine maintenance and repair of equipment.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Recognize technology used in the video industry.</li> <li>• Use an Internet browser to locate specific Websites related to the video industry.</li> </ul>

**Content and Performance Standards**  
**Employability Skills**

**Content Standard 7.0:**        **Students shall achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 7.5      The student will demonstrate leadership and teamwork skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze the stages of group development.</li> <li>Demonstrate leadership ability within a group or team.</li> <li>Compromise and/or build consensus within a group and summarize the decision of the group while maintaining respect for diverse viewpoints.</li> <li>Complete levels 1-3 of the SkillsUSA Professional Development Program.</li> <li>Campaign for a local SkillsUSA chapter office.</li> <li>Serve as a committee chair in a local SkillsUSA chapter.</li> </ul>
<b>MEETS STANDARD</b>	<p>7.5.1 Work cooperatively when assigned to a group project.</p> <p>7.5.2 Demonstrate the traits necessary to effectively lead and influence individuals and groups.</p> <p>7.5.3 Demonstrate appropriate attitudes and behaviors for effective leadership.</p> <p>7.5.4 Demonstrate respect for team members, team processes, and team goals.</p> <p>7.5.5 Participate in the implementation of a group's decision and evaluate the results.</p> <p>7.5.6 Demonstrate the qualities of an effective leader and team member.</p> <p>7.5.7 Wear appropriate attire.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Explain the importance of groups.</li> <li>Explain how to organize groups.</li> <li>Describe the importance of a proper dress code.</li> </ul>

## Content and Performance Standards

### Employability Skills

**Content Standard 7.0:** Students shall achieve competence in workplace readiness, career development, and lifelong learning.

<b>Performance Standard 7.6 The student will demonstrate sound workplace ethics.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Demonstrate time-management skills and cost-effective practices.</li></ul>
<b>MEETS STANDARD</b>	<p>7.6.1 Develop personal work ethics through work experience.</p> <p>7.6.2 Demonstrate ethical behavior in the workplace.</p> <p>7.6.3 Demonstrate regular attendance, promptness, and the willingness to follow instructions and complete an assigned task.</p> <p>7.6.4 Demonstrate appropriate personal and professional attitudes and behaviors.</p> <p>7.6.5 Maintain a safe, clean, and organized work area.</p> <p>7.6.6 Demonstrate awareness of legal responsibilities related to individual performance, safety, and customer satisfaction.</p> <p>7.6.7 Demonstrate knowledge of various types of harassment.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Discuss the importance of ethics in the workplace.</li><li>• Meet attendance standards.</li><li>• Describe an organized workplace.</li><li>• Identify the appropriate response to an unethical action.</li></ul>

**Content and Performance Standards**  
**Employability Skills**

**Content Standard 7.0:**     **Students shall achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 7.7    The student will demonstrate the ability to effectively manage resources in high-performance workplaces.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Recognize the individual roles of team members, delegate tasks, and provide feedback on performance.</li> <li>• Acknowledge and utilize the skills, abilities, and input of all members of a team.</li> <li>• Develop an action plan to accomplish tasks within a given time frame.</li> </ul>
<b>MEETS STANDARD</b>	<p>7.7.1    Develop a time schedule and prioritized task list to complete a job assignment.</p> <p>7.7.2    Identify the resources needed to complete a job assignment.</p> <p>7.7.3    Organize the material resources and space requirements needed to complete a job assignment.</p> <p>7.7.4    Use technology effectively to complete a job assignment.</p> <p>7.7.5    Demonstrate cooperation and leadership as a team at school or in a workplace setting.</p> <p>7.7.6    Use the basic components of effective time management.</p> <p>7.7.7    Recognize the need for management skills in the workplace with regard to stress, anger management, and substance abuse.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• List effective time management skills.</li> <li>• Use technology to complete assignments.</li> <li>• Utilize materials, tools, and processes to complete a task related to a career selection.</li> <li>• Read and follow instructions from manuals on the use and care of materials, tools, and equipment.</li> <li>• Maintain a clean, organized, and safe job site.</li> <li>• Identify traits needed for cooperation and leadership in a team at school or in a workplace setting.</li> <li>• Identify the material resources and space requirements needed to complete an assignment.</li> </ul>

## Content and Performance Standards

### Employability Skills

**Content Standard 7.0:** Students shall achieve competence in workplace readiness, career development, and lifelong learning.

<b>Performance Standard 7.8 The student will demonstrate career planning and development skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Develop a community service or job shadowing project.</li> <li>• Develop an education/training plan to fulfill long-term career goals.</li> <li>• Define advantages and disadvantages of self-employment or working for various sizes and types of businesses.</li> <li>• Critique results of a job interview.</li> <li>• Develop a proposal for a community service project.</li> <li>• Compete in a state level SkillsUSA job interview contest.</li> </ul>
<b>MEETS STANDARD</b>	<p>7.8.1 Prepare a job application.</p> <p>7.8.2 Prepare a personal résumé.</p> <p>7.8.3 Complete a personal aptitude and interest inventory.</p> <p>7.8.4 Participate in a mock job interview.</p> <p>7.8.5 Establish short-term career goals.</p> <p>7.8.6 Establish long-term career goals.</p> <p>7.8.7 Use the Nevada Career Information System (CIS) or a similar computer-based program to research careers in a chosen field.</p> <p>7.8.8 Participates in an organized job-shadowing activity.</p> <p>7.8.9 Participate in a community service project.</p> <p>7.8.10 Construct a career portfolio.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Locate employment opportunities.</li> <li>• Identify job requirements for entry-level positions in the industry.</li> <li>• Identify general conditions for employment.</li> <li>• Identify educational/training requirements for related fields.</li> <li>• Identify the elements of goal setting.</li> <li>• Identify related careers.</li> <li>• Describe essential job interview skills.</li> <li>• Identify the components of a career portfolio.</li> </ul>

Nevada Academic Standards Correlation:

English (5.12.5, 6.12.5, 7.12.1, 7.12.3, 7.12.4, 7.12.5, 9.12.1)

**Content and Performance Standards**  
**Employability Skills**

**Content Standard 7.0:**     **Students shall achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 7.9    The student will demonstrate job-retention and lifelong-learning skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Maintain an electronic portfolio.</li> <li>• Create a plan for lifelong learning.</li> <li>• Create a presentation illustrating interpersonal skills needed for job retention.</li> <li>• Adapt new knowledge and skills in changing situations.</li> <li>• Analyze how work life is affected by families and how families are affected by work life.</li> </ul>
<b>MEETS STANDARD</b>	<p>7.9.1 Maintain an employment/career portfolio.</p> <p>7.9.2 Explain strategies for balancing work and family roles.</p> <p>7.9.3 Demonstrate understanding of the need for lifelong learning in a rapidly changing job market.</p> <p>7.9.4 Describe strategies to maintain employment in the face of job reductions.</p> <p>7.9.5 Develop long-term career planning strategies.</p> <p>7.9.6 Describe various educational options needed for job retention.</p> <p>7.9.7 Model workplace ethics, such as loyalty, punctuality, and initiative.</p> <p>7.9.8 Demonstrate interpersonal skills needed for job retention.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the importance of a portfolio.</li> <li>• Identify options for lifelong learning.</li> <li>• Identify interpersonal skills needed for job retention.</li> <li>• Identify jobs with opportunity for advancement.</li> <li>• Describe the importance of career planning.</li> </ul>

## Crosswalk of Digital Video and Broadcast Production Standards and State Academic Standards

The crosswalk of the Digital Video and Broadcast Production Standards and Math, Science and English Language Art Standards shows by performance indicator where the learning activities support academic learning. The performance indicators from the Digital Video and Broadcast Production standards are grouped according to the performance standard they support; each performance indicator supports one or more of the academic standards in each corresponding cell.

Content Standard 1.0: The student will demonstrate knowledge of the history of communications, industry terminology, ethics, and law.

Performance Indicators	Academic Standards
1.1.1	<b>English</b> 6.12.2 Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.
1.2.1, 1.2.2	<b>English</b> 9.12.1 Use specific and varied vocabulary and apply standard English to communicate ideas.
1.3.1, 1.3.2, 1.3.3	<b>English</b> 2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.

Content Standard 2.0: The student will demonstrate knowledge of safety and personal responsibility in the video production workplace.

2.2.4	<b>English</b> 4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.
-------	--

Content Standard 3.0: The student will demonstrate appropriate communication skills.

3.1.1, 3.1.3	<b>English</b> 4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.
3.1.2	<b>English</b> 1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary. 4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.
3.2.1	<b>English</b> 7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and <b>subordination</b> correctly in writing. 7.12.3 Use rules of punctuation; manipulate <b>conventions</b> for emphasis in writing. 9.12.2 Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose. 9.12.3 Organize and deliver planned, <b>extemporaneous</b> , and impromptu presentations that address a topic and engage the audience.
3.2.5	<b>English</b> 9.12.3 Organize and deliver planned, <b>extemporaneous</b> , and impromptu presentations that address a topic and engage the audience.
3.3.1, 3.3.2	<b>English</b> 1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary. 3.12.6 Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.



	<p>4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.</p> <p>6.12.4 Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others</p> <p>6.12.5 Edit for use of standard English.</p> <p>7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and <b>subordination</b> correctly in writing.</p> <p>7.12.3 Use rules of punctuation; manipulate <b>conventions</b> for emphasis in writing.</p> <p>10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.</p> <p>10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.</p>
<b>3.3.5</b>	<p><b>English</b></p> <p>3.12.6 Analyze how <b>irony</b>, tone, mood, style, <b>syntax</b>, and sound of language are used for <b>rhetorical</b> and <b>aesthetic</b> purposes.</p> <p>4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.</p> <p>4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.</p>

Content Standard 4.0:

The student will demonstrate pre-production practices that reflect industry standards.

<b>4.1.4</b>	<p><b>English</b></p> <p>10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.</p> <p><b>Math</b></p> <p>3.12.3 Select and use measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>3.12.4 Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.</p>
<b>4.2.1</b>	<p><b>English</b></p> <p>2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.</p> <p>4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.</p> <p><b>Math</b></p> <p>5.12.1 Organize statistical data through the use of tables, graphs, and matrices (with and without technology).</p> <p>5.12.2 Select and apply appropriate statistical measures in mathematical and practical situations.</p> <p>5.12.6 Design, construct, analyze, and select an appropriate type of graphical representation to communicate the results of a statistical experiment.</p>
<b>4.2.2</b>	<p><b>English</b></p> <p>11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information.</p> <p>11.12.5 Organize and present research findings using appropriate media.</p>
<b>4.2.4</b>	<p><b>English</b></p> <p>5.12.1 Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.</p> <p>11.12.3 Cite sources of information using a standard method of documentation.</p>
<b>4.3.1</b>	<p><b>Math</b></p> <p>1.8.6 Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p>

4.3.4	<p><b><u>Math</u></b> 3.12.4 Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.</p>
4.4.1, 4.4.3	<p><b><u>English</u></b> 7.12.2 Use multiple structures such as <b>inversion</b>, <b>parallelism</b>, and sentences of varying lengths for stylistic effect. 7.12.3 Use rules of punctuation; manipulate <b>conventions</b> for emphasis in writing. 7.12.4 Use rules of capitalization. 7.12.5 Demonstrate conventional spelling.</p>
4.4.2	<p><b><u>English</u></b> 6.12.1 Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style. 7.12.3 Use rules of punctuation; manipulate <b>conventions</b> for emphasis in writing. 7.12.4 Use rules of capitalization. 7.12.5 Demonstrate conventional spelling.</p>
4.5.1	<p><b><u>English</u></b> 4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes. 4.12.3 Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions. <b><u>Math</u></b> 5.8.1 Formulate questions and design a study that guides the collection of data.</p>
4.5.2	<p><b><u>English</u></b> 6.12.2 Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose. 7.12.3 Use rules of punctuation; manipulate conventions for emphasis in writing. 7.12.4 Use rules of capitalization. 7.12.5 Demonstrate conventional spelling.</p>
4.5.6	<p><b><u>English</u></b> 5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence. <b><u>Math</u></b> 5.12.5 Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting and inappropriate uses of controls or sample groups.</p>

Content Standard 5.0: The student will demonstrate production practices that reflect industry standards.

5.2.1	<p><b><u>English</u></b> 7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and <b>subordination</b> correctly in writing. 7.12.2 Use multiple structures such as <b>inversion</b>, <b>parallelism</b>, and sentences of varying lengths for stylistic effect. 11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information. 11.12.2 Evaluate possible sources of information for credibility and usefulness.</p>
5.2.3	<p><b><u>English</u></b> 4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts. 9.12.3 Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.</p>
5.3.2	<p><b><u>English</u></b> 9.12.2 Make formal oral or multi-media presentations, using vocabulary and</p>

	public speaking techniques appropriate to audience and purpose.
<b>5.3.3</b>	<b><u>English</u></b> 9.12.2 Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose. 9.12.3 Organize and deliver planned, <b>extemporaneous</b> , and impromptu presentations that address a topic and engage the audience.
<b>5.3.4</b>	<b><u>English</u></b> 9.12.2 Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose. 9.12.4 Read aloud or recite literary, dramatic, and original works.
<b>5.7.1</b>	<b><u>English</u></b> 10.12.2 Negotiate to arrive at consensus by proposing and examining possible options. 11.12.2 Evaluate possible sources of information for credibility and usefulness.
<b>5.7.4</b>	<b><u>English</u></b> 3.12.3 Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature 4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.

Content Standard 6.0:

The student will demonstrate post production practices that reflect industry standards.

<b>6.1.2</b>	<b><u>English</u></b> 4.12.3 Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions. 4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts. 4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.
<b>6.1.3</b>	<b><u>English</u></b> 4.12.6 Read and apply multi-step directions to perform complex procedures and tasks. <b><u>Math</u></b> 1.8.6 Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.
<b>6.2.1, 6.2.2</b>	<b><u>English</u></b> 4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.
<b>6.2.8</b>	<b><u>English</u></b> 6.12.7 Share final drafts with a designated audience.
<b>6.3.1</b>	<b><u>English</u></b> 11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information. 11.12.2 Evaluate possible sources of information for credibility and usefulness.
<b>6.3.2, 6.3.3</b>	<b><u>English</u></b> 3.12.3 Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature. 4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.
<b>6.4.1</b>	<b><u>English</u></b> 8.12.1 Summarize and evaluate communications that inform, persuade, and entertain. 8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations. 8.12.3 Analyze the effects of language and dialect on audience response.

